

Aberystwyth University

MUES (Mid Wales - Users - Ethnic Services) Ethnic services provision 2007-08. Report for Libraries for Life: Delivering the entitlement agenda for library users in Wales 2007-09

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Libraries for Life: Delivering the entitlement agenda for library users in Wales 2007-09

MUES (Mid Wales – Users – Ethnic Services)

Ethnic services provision 2007-08

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EXECUTIVE SUMMARY

The **scope** of this CyMAL: Museums, Archives and Libraries Wales, funded project was to contribute to strand 3 of the Libraries for Life programme, looking at ethnic services provision under the Regional Library partnerships framework.

The **aim** and **objectives** were to develop a framework to assess and meet the information needs of minority ethnic groups in Mid-Wales through partnership and collaborative collection development.

Key Points.

- Generally accepted there are more ethnic migrants in Mid-Wales than official statistics suggest, the Polish community being the biggest group.
- Examples of good practice in ethnic service provision can be found throughout England and Scotland, but predominantly in Cardiff as well as elsewhere in Wales, and Northern Ireland.
- To date, migrant influx has not had much impact on schools library service but this may start to change.
- There is a need for availability of more graded readers for ESOL students -with a possible link between FE colleges and public libraries to share in collections.
- There is a need for better link between ESOL tutors and college librarians in some places.
- Ethnic migrant library use is greatest for computer use – Internet, email and reading foreign newspapers online.
- Lack of library service use by ethnic minority groups is mainly due to lack of language skills and therefore having no use for library services.
- Mid-Wales Library and Information Partnership (MWLIP) steering group to look at opening up the academic foreign language collections for public use to help with ethnic minority collection access.
- Lack of engagement problems with ethnic minority groups confirmed and Local Authorities plan to work on this over the next 3 years. Possible opening here for MWLIP Regional Development Officer (RDO) or county librarians to get involved at this early stage when committees are being formed with ethnic support groups.
- Funding streams for ethnic collections may need to be included in mainstream funding in the future, as opposed to one-off project funds.
- Set up of book review blogs could help with English skills and foster a community shared experience.
- Use of ethnic minority volunteers in the libraries may help to increase engagement and awareness of services, and help develop collections, but action like this should not be viewed as a reason to reduce funding by Local Authorities.

1 INTRODUCTION.

1.1 Scope.

The Libraries for Life programme aims to develop new online services, reach out to new users and build on existing community strengths. CyMAL: Museums, Archives and Libraries Wales funded this project to contribute to strand 3 of the programme, the Regional Library partnerships framework, looking at ethnic services provision.

1.2 Aims and objectives.

The aim of the project was to develop a framework for assessing and meeting the needs of ethnic minorities in rural mid-Wales. The objectives were to:

- Collate and synthesise the existing evidence on provision of library services to ethnic minorities in other home countries
- Assess information needs of the ethnic minorities across mid-Wales, and how to capitalise on any informal or formal information support that individuals and groups within those minority groups may have established
- Assess how to establish an ongoing advocacy and partnership arrangement
- Develop performance indicators for a small scale project
- Formulate plans for further collection development, on a collaborative basis, in the Mid Wales Library and Information Partnership (MWLIP)

1.3 Collections.

The *Quantifying Diversity* 2007 report¹ noted that few collections were created by minority groups, and so the objective of a collaborative collection development initiative, involving service users, might be more sustainable in the long-term. Only one user ethnic collection was found, the Polish collection at Aberystwyth Library which had been donated by settlers in the area after World War Two. It was confirmed that this collection does not currently get a great deal of use but official data statistics are not currently collected on this use.

¹ CyMAL: Museums, Archives and Libraries Wales; 2007. *Quantifying diversity: measuring access and inclusion in Welsh museums, archives and libraries*. Carolyn Carter, CJC Consultancy for CyMAL: Museums, Archives and Libraries Wales.

2 METHODS.

2.1 Questionnaire data collection.

A questionnaire was designed for the potential ethnic minority service users – see Appendix 1. The initial design proved difficult with the wording being sufficiently basic so as to be understood by those migrants with little knowledge of English. In the event, most of the respondents were seen individually and so it was possible to explain in detail and question them further if necessary. Initially, only one site, Cardigan, was handled by the tutor in charge with no possibility for follow-up questions. However, a couple of weeks after the official end to the project a further eight questionnaires were received from Coleg Powys Newtown, a site that had not responded to the call for the duration of the project. These questionnaires have been added to the final total but, again, there are omissions in the responses.

2.2 Modified Delphi exercise.

The original plan was to hold a couple of focus groups with service users and a workshop with the service providers. These proved impossible to hold due to the lack of engagement with those involved. Focus groups for ethnic minority groups are hard to achieve, not least because their work situation usually precludes them through lack of time and shift patterns, compounded by language difficulties. The mention of a workshop amongst the service providers was also met with a generally negative response. It was, therefore, decided to attend a steering group meeting of the MWLIP (Mid Wales Library and Information Partnership) and conduct a small Delphi exercise as a consensus development process, in place of a workshop. The MWLIP steering group consists of senior managers of libraries across mid Wales and includes representatives from Coleg Powys, Aberystwyth University, University of Wales Lampeter, Powys public library service, Ceredigion public library service, Bronglais hospital library and Bronllys hospital library. Several scenarios were distributed to the members of the MWLIP steering group, along with a Delphi grid – see Appendix 2. The members were then asked to fill out the grid according to their thoughts on the scenarios given and score them against the impact criteria given.

2.3 Literature review

Literature was drawn from searches on LISA, LISTA, and websites of some library authorities, and publishers reviewed. For the statistical data, and demographic profiling, Welsh Assembly Government statistics were used to collate estimates on the numbers of different ethnic minorities in the population in Ceredigion and Powys, with emphasis on the new economic migrants.

3 PROVISION OF LIBRARY SERVICES.

3.1 Ethnic migrants in Mid-Wales.

It is generally accepted now that our immigration figures are not complete, but the latest official figures for Wales show that the 2006 Mid Year estimate gives residents in Wales as 2,965,900² showing a 0.4 percent increase over the previous year and 4,700 employed residents born in Accession 8 countries*, an increase of 3,800 since 2004. The next update on migrant workers in Wales is not due until August 2008. Since 2004 when the Accession 8 countries joined the EU, Ceredigion and Powys have experienced increasing numbers of economic migrants. There are difficulties calculating the exact number of economic migrants in the two counties due to the fact that numbers are calculated from different sources and official statistics differ depending on the timescale of the figures produced. There are three main sources of information for these figures:

- National Insurance applications (NINOs)
- Workers Registration Scheme (WRS)
- Family Health Service (FHS)

NINOs are allocated by Job Centre Plus and are based on the employee's address. They can be applied for before taking up employment or after starting employment, so figures do not accurately define the migrant labour market, as those people leaving the country do not have to de-register. The WRS applications are approved based on the employer's location and always differ from the NINO figures because employees are not required to de-register if they change employer; they may also live outside the county of their employer and the figures also do not include self-employed people. FHS figures are taken from registrations with GP practices.³ It has become apparent in Powys that there is a discrepancy between supposed migrants living in the county and those registering with GPs. Local government officers admit they do not really know the exact figures of the migrant population but grudgingly admit it is probably higher than current official estimates. Table 3.1 shows WRS figures up to the 1st Qtr 2007⁴ and Table 3.2 shows NINOs allocated up to 2006⁵.

WRS applications up to 1st Qtr. 2007				
	May'04-Dec '05	2006	1 st Qtr. 2007	TOTAL
POWYS	250	245	40	540
CEREDIGION	135	130	25	290

² Welsh Assembly Government, 2007. Statistics on migrant workers in Wales. Cardiff, WAG 12th June. URL: <http://www.statswales.wales.gov.uk/tableviewer/document.aspx?FileId=939>

* The Accession 8 countries are the poorer Eastern European countries that joined the EU and include Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia.

³ Personal communication

⁴ Op. cite. URL: <http://www.statswales.wales.gov.uk/tableviewer/document.aspx?FileId=939>

⁵ Op. cite. URL: : <http://www.statswales.wales.gov.uk/tableviewer/document.aspx?FileId=939>

Table 3.1: WRS applications.

Source: Welsh Assembly Government

NINOs allocated to Accession 8 migrants to April 2006				
	Apr.'03- Apr.'04	Apr.'04- Apr.'05	Apr.'05- Apr.'06	TOTAL
POWYS	10	160	400	570
CEREDIGION	10	80	220	310

Table 3.2: NINOs allocated to A8 migrants.

Source: Welsh Assembly Government

Country of Origin	AREA			
	Ceredigion	Brecon & Radnorshire	Montgomery	Total
All	490	250	330	1070
Poland	190	100	240	530
India	20	10	0	30
Lithuania	0	10	10	20
Slovakia	30	10	10	50
South Africa	10	0	10	20
Australia	10	10	10	30
Pakistan	10	0	0	10
France	10	10	10	30
Germany	10	0	10	20
Czech	0	10	0	10
China	50	0	0	50
Nigeria	10	0	0	10
Portugal	0	10	0	10
Italy	10	0	10	20
Spain	10	10	0	20
Ireland (Eire)	10	0	0	10
USA	10	0	0	10
Philippines	0	0	10	10
Hungary	0	10	0	10
New Zealand	10	0	0	10
Netherlands	10	0	0	10
Canada	10	0	0	10
Malaysia	20	0	0	20
Turkey	10	0	0	10
Greece	10	0	0	10
Nepal	0	20	0	20
Romania	0	10	0	10
South Korea	10	0	0	10

Table 3 3: National Insurance Registrations for non-UK nationals 2005/2006⁶⁶ All figures rounded up to the nearest 10.

Source: NIRS http://www.dwp.gov.uk/asd/asd1/niall/registration_tables.xls

Table 3.3 above shows the spread of all nationalities within Powys and Ceredigion up until 2006. This shows clearly the predominance of Polish migrants. It must also be taken into account that the annual population figures for Wales suffer from a four year time lag, so current figures do not reflect the true number of ethnic groups settling in the area i.e., those migrants arriving now and settling will not be picked up in the statistics until 2012.

3.2 Ethnic service provision in the UK – the background

In 1999⁷ Pirkko Elliott published a review article looking at three key research reports concerned with public library services to UK ethnic groups. These reports were Clough and Quarmby (1978), Roach and Morrison (1998), and her own work Elliott (1984). The premise of the review was merely that the current situation with the influx of ethnic minorities is not new and that research into service provision for ethnic minorities has been going on for over 30 years. Has the library service moved on in this time? All indications show that it has, and many of the recommendations from those reports have been acted upon, albeit over a long period of time and in a disparate fashion. In fact, the main conclusions all talk about cooperation and integration, building partnerships between service providers and engaging with the users – exactly the position the services find themselves in today.

The public library service throughout the UK has taken on board the need to include ethnic minorities, and service translations are available in many languages. Those public services dealing with larger, well established ethnic communities have ethnic collections e.g., West Indian, African, Arabic, Chinese, Albanian, Bengali, Urdu etc., but these are generally found in the metropolitan areas – London, Birmingham, Manchester, Glasgow, where they are dispersed around their community libraries. However, places such as Cambridge, Hertfordshire, Leicester and Edinburgh have good services; in fact, Edinburgh calls its Ethnic Library Service at the McDonald Library a centre of excellence with its resources in a wide range of community languages. The Birmingham library service has a series of web pages dedicated to the different minority ethnic groups, their home countries and cultures and explanations of their journeys to the UK, which could be held up as an example of good practice. When you look further afield to the more rural areas the collections are far less. This is not surprising, as the collections have obviously built up where the demand has been greatest.

Interestingly, the community languages policy (2004)⁸ implemented in Northern Ireland only covers Irish, Ulster-Scots and Chinese – there is no requirement for

⁷ Elliott, P., 1999. Research into public libraries and ethnic minority communities in the UK, from Clough and Quarmby: a review article. *Journal of Librarianship and Information Science*, 31 (3), 174-177.

⁸ South Eastern Education and Libraries Board, 2004. Community Languages Policy. Belfast; SEELB Library Services.

any other language signage or dedicated translator in the service, although local government organisations endeavour to help those from differing ethnic backgrounds. This may change for libraries in the next few years when they complete the transition to a new library body for Northern Ireland in 2009. The report for the Republic of Ireland⁹ mentions activities of the Western Education and Library Board to improve provision, particularly for new economic migrants. There is little statistical data on which to make decisions, the main recommendations and activities concern English for speakers of other languages (ESOL) classes at the library, health and welfare advice, and the Board intends to monitor uptake and improve community profiling.

3.2.1 Wales – ethnic minority provision

In Wales, ethnic minority provision is well established in the Cardiff area with Somali being the oldest ethnic community in the area, and the most prominent Somali community in the UK.

The Wales on the Web site¹⁰ lists over forty websites under the keyword 'ethnic'. Of these, some represent advocacy organisations in health and social for ethnic minorities, some are cultural organisations; many others support asylum seekers and refugees. As is common with such organisations and projects, several of the links do not work, or the website is under redevelopment, and the current status of some of the organisations cannot be ascertained. The proportions perhaps indicate the perceived need – 23 can be categorised as general community support and advice, six provide health and social care advocacy, four provide business and educational support. Many appeared to provide assistance for ethnic minority groups that were also likely to be socially excluded.

There were four cultural sites listed including:

CASBAH : Caribbean Studies Black and Asian History Butetown History and Arts Centre and Glamorgan Record Office.

<http://www.casbah.ac.uk/surveys/archivereportGLAM.stm>

SWICA : South Wales Intercultural Community Arts

<http://www.swica.co.uk/>

The Black Welsh Film Festival.

<http://www.geocities.com/blackfilmfestivalwales/index.html>

(And one web site on German family history being redeveloped).

⁹ Library Council. Meeting the challenges of cultural diversity: the role of public libraries in Ireland. Dublin: The Library Council, 2007 (Public Library Research Programme report number 2)

¹⁰ National Library for Wales <http://www.walesontheweb.org/> (accessed May 30, 2008)

Other organisations listed on Wales on the Web include:

Penrhos Home : Polish Village Polish Housing Society.

<http://www.phsltd.org/>

(Offering homes to older Polish people from all over the UK, based in North Wales)

Poles in Cardiff Polish House.

http://www.polishhouse.republika.pl/index_eng.html

(Now moved to <http://cardiff.infolinia.org/>)

More recent projects include “*Moving stories*” – a film about the experiences of children of new migrants into the Merthyr Tydfil area, made with the support of the Merthyr Tydfil’s minorities support worker, Bishop Hedley Roman Catholic School and the film-makers Great Western Media. The project was complemented by a community exhibition at the museum that involved members of the Merthyr Tydfil College ESOL (English for Speakers of Other Languages) class. The project funded by CyMAL: Museums, Archives and Libraries Wales.

The PAWB (Public Access Without Barriers) website¹¹ for Rhondda Cynon Taf library provides details about library services in a variety of languages (including Polish, Lithuanian, Bengali). Users click on the flag of their country which leads them to a page of library information in their own language. The specific information includes information on how to join the library as well as library membership form in their own language, locations of the libraries, what computing facilities are available, a link to the library’s catalogue, and other information such as children’s services, mobile libraries, fines and fees and links to other websites of interest. At the present time the website has information in over fifteen languages including languages such as Russian, Polish, German, Bangladeshi, and Portuguese among others.

Cardiff libraries boast the only ethnic services librarian in Wales – a role that has not, as yet, transferred to other areas of the country. The Community Languages’ Department represents 14 languages spoken in Cardiff, including the eight core languages recognised by the Council for significant representation; these are Arabic, Bengali, Chinese, Gujarati, Hindi, Punjabi, Somali and Urdu. In addition to books, Cardiff Library Service provides a selection of newspapers, periodicals Cds and Dvds. Grangetown, Canton, Cathays, Penylan, and Roath branch libraries have ethnic resources in different community languages, as well as the Central Library. The Grangetown library attempts to cater for a large Asian community in the area by supplying books, films and magazines in Asian languages. They also provide a daily Urdu newspaper.¹²

¹¹ PAWB. <http://library.rhondda-cynon-taf.gov.uk/pawb/>

¹² Cardiff Libraries, Grangetown Library <http://www.cardiff.gov.uk/libraries/>

Aberystwyth public library holds a small Polish collection donated by the Polish community who stayed in the area after WW2 but it has been confirmed by the library staff that the collection does not currently get a lot of use and no usage data on the collection is currently gathered. There is a possible gap here for positive promotion of the small collection to the new Polish migrants in the area and their involvement to expand the collection. There is experience in North Wales in the provision of library services to the Polish village at Penrhos, for example, and there is a small community of Poles in Carmarthenshire, and another based near Wrexham at Penley.¹³ In NE Wales there has been some friction between incomers and residents.¹⁴

Estyn Allan y Gogledd, the reader development partnership for North Wales, was awarded a grant from CyMAL: Museums, Archives and Libraries Wales in 2006 for a project to target Polish migrant workers. The project was based upon a recognised lack of contemporary foreign language fiction available for a growing number of migrant workers who currently access libraries for ICT use, but whose reading requirements are not being addressed due to limited library resources. Polish workers appeared to be the most dominant across all six authorities in North Wales and therefore it was decided to focus on the Polish language only for the purposes of the project. The principal aim of the project being to open up reading choices for current ICT users and to attract a new audience into Libraries.

A collection of 119 books were purchased and split into six collections, one for each authority in North Wales. Each collection was displayed in a specially purchased small display units (from Opening the Book), along with accompanying trilingual (English, Welsh and Polish) headers, posters, postcards and a full list of all 119 books. The collection is known as the Szybki wybor collection. Readers were invited to reserve any items on the list, regardless of which collection they were in. Also produced was simple guidance on joining the library (again Trilingual). The collections were promoted at relevant centres, such as Projekt Otwarte Drzwi at the River Dee Community Church in Flint. The collections were rotated around the six authorities every 3 months – which continues to the present day.

The popularity of the collections varied from authority to authority. Feedback from readers and colleagues in related service areas (e.g. Community Cohesion Officers) has been extremely positive. The books in the Denbighshire and Flintshire collections have an average issue rate of three readers in a three month period. As a result Denbighshire have increased their collection from their own book fund. The other four authorities reported fewer issues, which have been put down to a variety of different factors such as Wrexham already had a large Polish language collection, so the Szybki wybor collection was sited at a

¹³ Penley Poles. <http://www.bbc.co.uk/wales/northeast/sites/wrexham/pages/penley1.shtml>

¹⁴ Polish migrant workers – the big debate.

http://www.bbc.co.uk/wales/northeast/sites/wrexham_town/pages/polish.shtml

smaller library. However overall, it was felt that the project was well worth doing, and identified not just whether there was a need, but also where that need was.

3.3 Education and school provision (Mid Wales)

The County schools librarians were contacted in both Ceredigion and Powys and asked what ethnic minority requests had occurred recently in the school division. The librarian at Powys talked of being asked for Nepalese resources to help the school children of those people in the Brecon area, but admitted that at the time they could not help with the request. The Ceredigion schools librarian said that they had not received any specific requests for particular ethnic minorities and that ethnic minority children were helped in the schools by specialist assistants e.g. for Chinese children. However, a few weeks after the interview, the situation in Ceredigion changed and a request was received for Polish resources for the primary school. This has effected an attitude change:

“...Well, I’m going to have to think about what we can do about this now...requests are obviously going to start coming in...” County School Librarian

Further conversations with librarians at other schools throughout Powys and Ceredigion drew a negative response with no special requests having been made nor special resources being made available. Obviously, there is a funding issue with the higher schools, in that the county schools library service has no link-up with them due to the schools themselves being responsible for their own libraries or resource centres. But to date, the ethnic migrant influx does not appear to have had any impact on the county schools library service – this is likely to start changing soon with more people arriving in the area with child dependents.

3.3.1 Colleges (Mid Wales)

Graded readers are used in language skill classes. These are fiction and non-fiction books that are written in a controlled language that can match the competence of the reading learner. The amount of information in these books is also controlled in order to compensate for the difficulty learners might have when absorbing information in a foreign language. The aim of these books is to develop the self-confidence and language competence of the learner through a series of stages or grades of book. There are several publishers that produce these graded readers e.g., Thomson, Dorling Kindersley, Penguin, Oxford University Press, Macmillan.

One of the Coleg Powys libraries had received a new stock of graded readers and these were proving to be very popular with the ESOL students – as confirmed by the librarian who had a student tell him that they had changed her life. This contrasted with the situation in Ceredigion where one of the ESOL tutors was desperate to get hold of more graded readers for her students and could not

get any from the college library and had also contacted the public library with no success, due to lack of funding. The tutor concerned confirmed that the students **“...can devour up to five of these a week.”** A surprising factor was that the MWLIP Regional Development Officer’s offer of help to the library was declined when approached. Although there is no direct evidence, one wonders if this situation arose due to the fact that the ESOL classes and students are not considered in the mainstream subject areas for funding and are, therefore, overlooked or the link between the tutors and the library is not what it could be. Whatever the reasons, there is a gap here which needs to be addressed.

There may also be a case here for encouraging book review type blogs on a library website from the users of graded readers. This would serve to encourage a closer relationship between ESOL tutors and FE college librarians who could work together to set up such a review site for the students. It would also serve to give the English learners writing skills practise and possibly form more of a community shared experience for them. A local pilot scheme might be worth investigation. The experience of Merthyr Tydfil’s ESOL class in involvement with the museum exhibition around the “Moving stories” film project illustrates how community involvement can be encouraged.

Graded readers are not, of course, limited in usefulness to English language learners. Such readers have been used in special needs schools to encourage basic literacy among older pupils whose reading age may be low primary level, but whose interests are wider than the typical story book aimed at six or seven year olds.

3.4 Review of evidence from recent projects in UK and Ireland

Examples of different activities have been drawn from websites of library authorities, and, where possible, from evaluation accounts (e.g. in the Republic of Ireland, Section 3.4.5). The level of evidence for the cost-effectiveness and sustainability of some of the projects is not strong. Although plausible reasons can be presented to support the rationale for such projects, and their continuation, there is growing evidence that some well-meant social policies in other sectors have backfired, and that the current schemes for evaluating such policies are “doomed to success”.¹⁵

3.4.1 Birmingham

Birmingham public libraries website has a page on ‘Diverse Birmingham’ (following the Diversity link on the main Libraries page) (details analysed May 2008)

This has links to:

- Black history in Birmingham libraries

¹⁵ Moore, L. cited in Muir, H. Science rules OK: why do we still run societies in such a crazy way? *New Scientist*, 24 May 2008, 40-43.

- Diverse Birmingham
- Library services for older people
- Lesbian, gay, bisexual and transgender (booklets and information)

The Diverse Birmingham link opens in new page with links to:

- Books and newspapers in community languages
- Links to information about the different nationalities represented among residents of Birmingham – often this is information FOR that community and ABOUT the community (two different audiences are served)
- Some useful links to
 - Celebrating Sanctuary - Birmingham and the refugee experience
 - Books about Birmingham communities
 - Moving here web site - 200 years of migration to England
 - Web sites for newly arrived people in Birmingham

The link on web sites for newly arrived people in Birmingham provides links to information for refugees, asylum seekers, language courses, housing and welfare advice (e.g. Citizens Advice Bureaux), immigration advice.

The link to information about the different nationalities for the Polish link provides links (in English) to various websites aimed at Polish people living in Birmingham, with information on newspapers, churches, Polish societies, English language schools. There is also a link to a page giving brief details of the history of the Polish community in Birmingham.

The link to books and newspapers in community languages provides pdf files of the availability of local newspapers at different Birmingham libraries – the distribution reflects the ethnic mix of those communities. Balsall Heath, for example, stocks newspapers in Arabic, Bengali, Gujarati, Punjabi and Urdu. Neither the mobile library, nor the prison library appear to provide such services. The provision of books is more comprehensive – more libraries appear to provide books, and both the mobile library service and the prison library provide books in some of the languages. The Sutton Coldfield children's library stocks books in four community languages (Bengali, Gujarati, Hindi, Punjabi).

3.4.2 Rural counties near Wales

Gloucestershire Libraries website has a section devoted to Black and minority ethnic services. Services listed include:

Books and magazines in:

Bengali,
Chinese,
Gujarati,
Hindi,
Punjabi
Urdu

Polish (in Cheltenham Library).
Dual Language materials e.g. English/Gujarat
Easy-read Asian language texts

DVDs, Videos and CDs:

Asian and Chinese languages
Afro- Caribbean videos
Multi-cultural material in English with an emphasis on Afro-Caribbean and Asian culture.

Newspapers and Magazines:

Daily, weekly, fortnightly and monthly newspapers and magazines are available at Gloucester and Cheltenham Library in:

Chinese
Gujarati
Urdu
Hindi
Punjabi
English

The website also links to 'Our untold stories', a project that started around 2000, describing the history of migrants to Gloucestershire.

Another part of the website features 'Quick reads' which are not graded readers but are aimed at people who literally want a quick, exciting and interesting read. The Gloucestershire site links to the Welsh project, the National Quick Reads Campaign, funded by the Basic Skills Agency and the Welsh Books Council. The Gloucestershire site features book reviews (the Welsh project is in the process of collecting reviews).

Herefordshire appears to have no part of the library website devoted to services for ethnic minorities. There may be thousands of migrant workers in Herefordshire but work is very seasonal and intensive.¹⁶ Shropshire and Worcestershire libraries websites similarly have no designated links, although both have detailed advice on booking a computer for Internet access, online membership and activities to encourage consultation with readers in general.

3.4.3 Services to ethnic minorities in schools in the UK

Very few recent evaluations of services have been published. Flintoff¹⁷ examined attitudes towards provision of services for ethnic minorities in school

¹⁶ Migrant workers.

http://www.bbc.co.uk/herfordandworcester/content/articles/2007/11/23/migrants_01_feature.shtml

¹⁷ Flintoff, H. F. Towards inclusion—views on the school library's role in removing barriers to achievement for ethnic minority pupils: proactive, reactive, inactive? A small-scale study in Basingstoke's secondary schools. *New Review of Children's Literature and Librarianship*, 2006, 12(1), 83 — 102

libraries in Basingstoke, Hampshire. Her research attempted to identify the barriers to achievement among ethnic minority pupils, the school librarian's awareness of such barriers and whether efforts were made to deal with the barriers. It is hard to assess sample details (response rate data are unclear), but the interviews and documents collected from 6 schools indicate that the school library staff were not professionally qualified, training in ethnic minority issues was minimal, and library staff awareness of the languages spoken by the ethnic minority pupils was far less accurate than the awareness of head teachers. Good practice (e.g. cultural diversity in displays, stock in other languages, consultation with ethnic minority pupils) was not widespread.

3.4.4 Non-use of public libraries

The non-use of public libraries in general was considered by McNicol¹⁸, partly to assess what might make the library attractive to existing non-users. The Mass-Observation Archive at the University of Sussex sends regular 'directives' to its panel of volunteer correspondents around the UK asking them to reflect on various issues relating to the day-to-day lives of ordinary people. Two directives from the 1980s and 1990s relate to libraries, books and reading habits. The 1999 directive obtained responses from 231 of the Archive's 400 respondents. One in eight classed themselves as non-users, others indicated that they made less use of the public library than in the past. Many expressed preferences for buying books (convenient, and immediately available) and were deterred by the 'petty bureaucracy' of fines and rigid overdue rules. Some thought that more ICT and multimedia provision would be attractive, but a sizeable number of the non-users indicated that public libraries were not part of their lifestyle, nor likely to be.

A 2007 consultation¹⁹ with young people in Exeter indicated that that they would like to see an Internet cafe at the library, and a teenage and young person's area (there were gender differences in preferences).

3.4.5 Projects in the Republic of Ireland

A report published by the Library Council of Ireland²⁰ surveyed existing services to foreign nationals, discusses three case studies in a more detail, and outlines pilot services for provision of foreign language newspapers online, multilingual information leaflets, and multilingual bookstock. The survey (c.2005) of public libraries (with 100% response rate) indicated that most (85%) did not have allocated budgets for multilingual materials, two thirds had no training for staff in multicultural issues, but many did try to host cultural, educational or information events. The status of service provision was as follows:

¹⁸ McNicol, S. Investigating non-use of libraries in the UK using the mass-observation archive. *Journal of Librarianship and Information Science*, 2004, 36(2), 79-87.

¹⁹ Nevill, C. *The public library service and young people in Exeter*. Exeter: Devon Library Service, 2007

²⁰ Library Council. *Meeting the challenges of cultural diversity: the role of public libraries in Ireland*. Dublin: The Library Council, 2007 (Public Library Research Programme report number 2)

- Foreign Language Materials
 - Six authorities (19%) stated that they use book rental schemes.
- Multilingual Library Information Leaflets
 - Three authorities (9%) provide translated materials, such as information leaflets in community languages.
- Community Outreach
 - Twelve authorities (37%) indicated that they were involved in some form of community outreach in relation to foreign nationals.
- Information and Communications Technologies (ICTs)
 - All authorities cited evidence of widespread use of Internet access, which is the most popular service used amongst foreign nationals in the library. Significant use of Internet facilities is also made for the purpose of sending and receiving email and some use is made of ICT facilities for word processing.
 - Ten authorities (31%) stated that they use their ICT services to promote initiatives targeted at foreign nationals.
- Language Learning Facilities
- Sixteen authorities (50%) provide English language learning collections. Four authorities (13%) organise, or provide space for, the holding of English language classes in the library and three authorities (9%) host informal conversation exchange sessions.
- Information Services
 - Twenty-three authorities (72%) provide an information service to foreign nationals.
- Events and Activities
 - Twenty authorities (63%) stated that they organised events and activities, albeit sometimes on a one-off basis, to celebrate the diverse culture in the local area.

Initiatives include:

- Waterford – collection of foreign language books introduced in 2007 (rental scheme from Bright Books), introduction of ESOL classes within the library
- Bundoran – survey of Polish users in 2006 (around a fifth of the estimated 150 Polish members responded). The actions taken include purchase of core collections of Polish books (Bright Books), participation in book rental (Bright Books), relocation of language tapes to a position near the Internet facilities, multilingual signage, and staff training.

The report describes more in-depth survey work in Dublin (Chinese community, n=12 interviews) and Waterford (n=30 ethnic minority women questionnaire respondents). Surveys were conducted elsewhere to obtain the views of non-users of public libraries among the ethnic minorities (n=490, response rate 31%),

but, even so, most responses for the in-depth survey were obtained from library users (92% of all respondents).

The survey included a review of the literature and other evidence (obtained from case study libraries in Stockton-on-Tees and Greve library in Denmark) on the effectiveness of specialist service provision and delivery for ethnic minority users. The main themes that emerge are:

- Predominant popularity of access to the Internet, which may or may not include Internet familiarisation sessions
- Multilingual materials (book rental schemes used)
- Need for engagement with the ethnic minority communities
- Debate about the need for a dedicated ethnic services librarian – some, but not definitive, evidence that employing someone from those communities helped. Equally, mainstreaming services and raising awareness among all library staff were also deemed important. Several services encouraged volunteers – this appeared to be successful.
- Community profiling required for development of meaningful performance indicators.

New pilot services were established:

- Provision of multilingual collections (and associated promotion)
- Access to online newspapers in different languages
- Multilingual information leaflets about the library service

Other existing services, such as multicultural events, language sessions and open learning centres were monitored and reviewed.

The report indicates that there has been an increase in the number of loans from the Bright Books, Rosetta Stone and Goethe collections. It is difficult to assess how this growth was achieved. For example, the report states that in 2006, 2,730 books were loaned in Meath from Bright Books collection (mainly in East European languages), and that this was an increase on previous years (the first year in 2004, issues were running at around a quarter of that level). Given that around 43,000 Eastern Europeans are estimated to have arrived in Ireland in the twelve months to April 2006, and that in 2002 there were around 40,000 European nationals (non-UK) in Ireland, this increase in loans may partly be due to new economic migrant users who had joined the library, partly to increased usage by existing European national (non-UK) library users, with greater choice available.

Analysis of the log files of newspaper access indicate very low access, particularly when there are hardcopy collections available (as in Dublin, with only seven users accessing the portal). There are some copyright and service reliability problems with these services.

Multilingual brochures appear to be popular, but the evidence is limited. Similarly the cultural events appear to be effective and popular, but the number of those attending varies. Perhaps the processes involved, the partnering of the library staff with staff in other organisations, and the awareness training, are almost as important as the event itself. For the general public, and the ethnic minority non-users of the library, knowing that such events are happening may be important, even though they do not attend themselves.

Language exchange sessions were (probably predictably) more popular with the Polish visitors than native speakers of English, but there seems to be a small, enthusiastic core of members.

The Dublin Open Learning Centre for languages has seen a large shift in the type of activities, with far more emphasis on new migrants learning English than Irish nationals learning other languages. New migrants are more interested in certification of language skills than Irish nationals learning other languages.

3.4.6 Alternative resource provision - Bookshops and e-book collections

If ethnic minority users do not wish to access materials in their own language in public or academic libraries – where else would they go? The main alternatives are bookshops, particularly online bookshops.

A search for bookshops supplying Polish materials revealed that:

- Tesco.com supplies a wide range of materials for learning Polish, Polish histories, cookery, the arts (some translations of poetry, for example), some books aimed at Polish native speakers (children and adults), and some (a few) books in Polish
- Polish books (shop in Ealing)
- Bookmaster.pl (selling books in Polish, including translations from English)
- Polonia.com (US online bookstore)

WH Smith e-book collection covers a wide variety of foreign languages although the number of titles is often limited (only one Turkish title, for example) and Polish titles are not provided. Similarly, eBooks.com provides a limited number of foreign language titles.

There are other links to foreign language texts such as the Western European Studies Section (<http://www.lib.virginia.edu/wess/etexts.html>) , Association of College and Research Libraries. Included are some of the minority languages (Catalan, Galician) as well as French, German, Greek, Portuguese, Romanian, Spanish, Swedish (and others).

Bright Books (<http://brightbooks.co.uk>) offer a foreign language service with a rental scheme. This operates on the circulating subscription library principle. A large number of languages are supported, including Bulgarian, Farsi, Nepali, Polish, Romanian, Slovak, Somali and Thai. There is also a dual language scheme for children's books and picture dictionaries. The firm primarily serves libraries, schools and prisons.

4 QUESTIONNAIRE RESPONSES.

4.1 Ethnicity spread.

The coordinators of ESOL (English for Speakers of Other Languages) classes in Ceredigion and Powys were approached for access to their students. 60 students were interviewed about their information needs and were asked supplementary questions when the need arose to qualify any misunderstandings. Out of the 60 people, 15 had lived elsewhere in the UK before moving to mid-Wales. Table 4.1 gives a breakdown of the nationalities involved. The predominant nationality is Polish and that equates with the spread over the counties as a whole. At the time of interviewing the one area not showing any Polish migrants was Cardigan and the reason for that, given by the tutor, was that the Polish students had gone back to Poland before Christmas for the holiday and had not returned to the class in the New Year. From the total respondents, 22 were male and 38 female.

ETHNICITY	BRECON	ABERYSTWYTH	LLANDRINDOD	CARDIGAN	NEWTOWN	TOTAL
Lithuanian	2	0	0	0	0	2
South African	1	0	0	0	0	1
Indonesian	1	0	0	0	0	1
Bulgarian	1	0	0	0	0	1
Nepalese	3	0	0	0	0	3
Polish	5	7	2	0	6	20
Hungarian	2	0	0	1	0	3
Bangladeshi	0	0	3	4	0	7
Thailand	0	1	5	1	0	7
German	0	0	0	1	0	1
Lebanese	0	0	0	1	0	1
Vietnamese	0	0	0	1	0	1
Columbian	0	1	0	0	0	1
Moldovian	0	1	0	0	0	1
Slovakian	0	1	1	0	0	2
Libyan	0	1	0	0	0	1
Chinese	0	1	0	0	0	1
Russian	0	1	0	0	0	1
Spanish	0	0	1	0	0	1
French	0	0	1	0	0	1
Turkish	0	0	1	0	0	1
No Answer	0	0	0	0	2	2
TOTAL	15	14	14	9	8	60

Table 4. 1 ESOL students from Colleges of Further Education.

The age breakdown of the respondents is shown in Table 4.2 below. No-one came in the 60+ age bracket.

	16-21	22-30	31-40	41-50	51-60	60+
Total	7	24	17	10	2	0

Table 4. 2 Age Range.

The employment status of the respondents was as follows in Table 4.3.

	Employed	Unemployed	Self-Employed	Students F/T	Students P/T	Retired
Total	46	13	1	1	59	0

Table 4. 3 Employment status

The full-time student was a child of one of the part-time students, and they would come and join the class after school had finished. The types of jobs the respondents held were quite varied, and 11 were factory workers, the majority of whom were based in the Newtown area. Most of the respondents were chefs or cooks, followed by kitchen assistants. Table 4.4 shows the types of jobs held in the area.

Local Jobs	Total
N/A	13
Factory worker	11
Chef/Cook	8
Kitchen assistant	5
Care Assistant	4
Nurse	4
Shop Assistant	2
Au pair	2
Charitable organisation	1
Gardener	1
Interior Design Company	1
Hotel work	1
Paint sprayer	1
Microbiology Lab technician	1
Accounts assistant	1
Waiter	1
Cleaner	1
Bakery	1
Bar supervisor	1

Table 4. 4 Current jobs.

The above table can be compared with the jobs they held in their home country shown in Table 4.5 below. Only 8 of the respondents still held the same type of job they had in their home country. These were the nurses, cleaner, bakery workers and microbiology lab technician. Of the 11 people who had not been trained for anything in their home county, 9 were too young and had been students back home and 2 were housewives who had never worked and had no intention of working in this country.

Home Jobs	Total
Not worked or trained	11
Student	9
Nurse	5
Office worker	3
Hairdresser	3
Teacher	3
Insurance Company	2
Bakery	2
Masseuse	2
Dressmaker	2
Lawyer	2
Physiotherapist	1
Shop Assistant	1
Lifeguard	1
Cleaning company manager	1
University administrator	1
Railway engineer	1
Shoe Maker	1
Accountancy	1
Microbiology technician	1
Kitchen assistant	1
Doctor/GP	1
Aircraft cabin crew	1
Cleaner	1
Market worker	1
Cook	1
Restaurant/Waiting	1
Warehouse	1
Own business	1
Manager	1

Table 4. 5 Home jobs.

4.2 Information needs.

When asked what particular information they required when they arrived in the area, 17 said they needed to find information on where to find English classes, as

a priority. This was followed by 15 needing to know how and where to find work in the area, and 12 needing to find out about accommodation. Some of the migrants (16) had no particular information need when they arrived and that was due to several reasons; some were wholly reliant on partners or family members who sorted everything, or they had been in the UK for some time and already knew how things worked, and knew where to find information. What is particularly obvious is that many of these people already have informal networks up and running and usually know people before arriving in the area. In fact, part of the reasons for many of them coming to the area is because they know people in the locality and have promises of jobs. Not one person spoken to during this project had been totally alone when coming into the area. Informal conversations with some were also very illuminating as to the presence of local 'gang masters' or 'agents' taking sizeable amounts of money for jobs through contacts made in their home country.

The following table shows the breakdown of information needs on arrival.

N/A	16
Need to find English classes	17
How and where to find work	15
Renting accommodation	12
Formal documentation e.g. Nats. Ins.	9
Bus/train timetables	6
Setting up a bank account	5
Registering with GP	5
Advice about schools	3
Advice on work permits	2
UK culture	2
Local maps	1
Fulltime college courses	1
Information on utilities	1

Table 4. 6 Information needs on arrival.

Next they were asked where they had looked for the information they needed. The majority asked their friends and family for the information they required. The next greatest number of them searched on the internet. Table 4.7 below shows the main sources of information.

N/A	14
Friends and Family	24
Internet	12
Employer	6
Went to library	2

Internet job agency in home country	2
Local paper	2
Job Centre	2
Internet in home country	1
Family support organisation	1
Bought books	1
Training centre	1
Local council	1
CAB	1
Bus company	1
Local hotels	1
College	1
Adverts in shops	1

Table 4. 7 Sources of information.

4.2.1 Self searching or help needed.

As before, the vast majority had help from friends and family and partners. 12 of them said that they had sourced the information themselves with no help and 7 sought help from their employer. Many mentioned their employer and people at their workplace as a great help. This was particularly evident when having to deal with work registrations and sorting out national insurance or accommodation needs. Table 4.8 shows whether they sought out information themselves or through others.

N/A	12
Friends	21
Family	13
Self	12
Partner	10
Employer	7
College	3
Library	1
Health Visitor	1
Job Centre	1

Table 4. 8 Self search or with help.

4.2.2 Greatest help finding information.

When they were asked who or what had been the greatest help to them in finding information, nearly 50 percent named friends. Again, the employer rated pretty high up on the list as the greatest help to them.

Friends	26
Partner	18
Employer	11
Family	10
Internet	6
Newspapers	2
Neighbours	1
College in home country	1
Job Centre	1
Tutor in college	1

Table 4. 9 Greatest help with information.

4.3 Use of library services.

About 57percent stated that they used library services and 76 percent of those people used the service for the Internet, email and to read foreign newspapers online. Out of the 26 people who did not use the service, 54 percent stated they had no use for it. One respondent said that if she wanted books she would go out and buy them. Where there is a language problem, it is easy to understand why they would not wish to use the library service. Three people made no comment as to why they did not use the service, but as they were all people who filled out the questionnaire with their tutor, there was no opportunity to follow them up. The ones who said they were unaware of the service were Thai, Chinese and Lebanese and had not been in the area for very long.

Yes	34
Internet	26
Borrowing books	14
Reading newspapers	7
Local information	5
Music CDs	2
DVDs	1
No	26
No need to use services	14
Lack of English	5
Unaware of library	3
Too busy	1
No comment	3

Table 4. 10 Use of library services.

All the students were obviously aware of the college libraries but these 3 showed a complete lack of awareness of the public service available. Table 4.10 shows

the services used in the library. A recent study in Denmark, Berger 2003²¹, highlighted the libraries as safe havens for minority ethnic groups, places they saw as safe to be and where they could network with their friends. That issue did not arise with the respondents here and, in fact, there was no hint at all that any library use was as a networking tool. This may be down to the fact that most of the use was within the college libraries and not the public ones.

4.3.1 Translation problems.

When asked about possible translation problems, 60 percent said they

Yes	24
People at work helped and employer helped for English classes	7
Learning vocabulary bit by bit	4
Problem with Welsh language signage	2
Partner translates everything	4
Mother and school help with everything	1
Family help	2
Sorted over the Internet	1
Friend helped with utility bill, council tax	2
Uses hand held translator "Talking translator"	1
No	36

Table 4. 11 Translation problems.

had not experienced such problems. Of the 40 percent who admitted to having translation problems, 7 looked to their employer and people at work to help them out. These problems were mainly with employment forms, national insurance etc. One person talked about carrying a portable translator to help with problems and 2 admitted to having problems with Welsh language civil signs.

4.3.2 Most important information.

When asked what they considered to be the most important information for them and their families, most answered that it was not applicable to them. For those who answered, the top of the list was health information and where to find services and how to find work, followed by where to find English classes. Given the circumstances of interviews taking place at ESOL classes, this may indicate a cultural deference. Only 5 people mentioned taking the residency test, which was quite surprising as only

²¹ Berger, Å., 2002. Recent trends in library services for ethnic minorities – the Danish experience. *Library Management*, 7 (1/2), 79-87

N/A	19
Health information - GPs	7
Finding jobs	7
Classes for English	6
Residency test	5
UK Culture	4
School availability	4
Accommodation	4
Financial – NI, salary deductions	3
Family entertainment	2
Info about back home	2
Sports	2
University/college courses	2
Back to learning classes	1
Training courses	1
Local information	1
Benefits information	1
How to become a doctor in UK	1

Table 4. 12 Most important information.

one third of the respondents were EU migrants, to whom the residency test is non-applicable. Even the tutors complained that very few of their students currently go through to sit the test. This may change now that the test is compulsory. The respondents were then asked where would be the one place they would like to collect information, and 38 percent had no idea where they would choose. Six people mentioned the library as a central resource to collect information, the college, the Internet or the local paper; 4 talked about local shops and 3 people said the Post Office. The majority went for the Job Centre or Council offices. Table 4.13 shows where they would choose to go.

Don't know	23
In hindsight would have done all info searching before coming	1
Job Centre or council offices	8
Public library	6
Careers advice at college	6
Embassy	1
Leaves it all to partner to find info needed	2
College	5
Friends	1
Local paper	6
Internet	6

Schools	2
Tax office	1
Local shops	4
Post Office	3
Email	1
Information centre	1

Table 4. 13 Where to collect information.

Other than citizen information, there is a need for these students to have access to more graded readers to improve their English skills.

4.3 Informal networking.

The responses to the questionnaires clearly showed the informal networking between the minority ethnic groups. However, this leads to a lack of community interaction as stated in the DYPREN 2007²² report when it said that the three reasons for lack of community interaction were shift work, lack of English language skills and being able to speak in their mother tongue with their work colleagues, “***..therefore (they)are not motivated to mix with the local community.***”

This is not a new problem and cultural interaction will never be an instant action. The report also brought out the fact that the minority ethnic groups themselves were slow to form their own support groups; they liked the idea of them but none of them had actually thought of doing it themselves - there was an expectation that it would be done for them. A link could be formed here involving the MWLIP RDO through CAVO and PAVO if necessary.

²² DYPREN 2007. *Living in Rural Wales: the experiences of Black and Minority Ethnic people in Carmarthenshire and Montgomeryshire*. Dyfed Powys Race Equality Network (DYPREN) by Hannah Gardner and Kashmira Lanman.

5 ADVOCACY AND PARTNERSHIP.

5.1 Equality schemes.

Since 2001 all councils and public services have been implementing equality schemes based on race, disability, age, gender. These will then feed into the Local Authority Visions 2020 on how each county will function in the future. At the time of this project the race equality schemes were under review for reporting in August 2008, and the planning stages for the next 3 years was underway. Conversations with the Local Authority officers responsible for running the race equality schemes in Powys and Ceredigion confirmed that the Local Authorities have not achieved as much as expected over the last 3 years, and that there is now an acceptance that possibly they set their initial targets too high within too short a timeframe.

5.1.1 Lack of engagement.

A major point coming from the Local Authorities, from the experiences over the last 3 years, is the lack of engagement with the public and some of the partnership organisations. In Powys, this has been borne out by the registration figures from the Family Health Service (FHS) where there is a deficit between the numbers of ethnic minorities in the area, and those who have registered with the local GPs. This has prompted proposed action over the next 3 years on how to engage with the ethnic minority population. One local authority officer openly admitted that previous attempts to engage with the public and partnership organisations representing minority groups had been difficult and that, at this stage, they were unsure how best to proceed. However, both authorities have committee plans set to include voluntary and charitable ethnic support organisations to try and improve engagement under their equality schemes. There is a possible opportunity here for the county librarians or the MWLIP RDO to get involved in the forthcoming round to see how best the ethnic minority groups could be served. This also ties in with the informal networking point made in the previous section.

5.2 Use of ethnic minority volunteers.

The library service might benefit from the use of ethnic minority volunteers to help with engagement and advice on possible collections. However, the use of volunteers should not be seen as a cheap option for Local Authorities to reduce service funding further. This highlights the funding issue where services such as ethnic minority collections are historically funded from one-off project funding streams and not from the mainstream service funding. If inward migrant numbers are to increase significantly over the next few years, then funding allocations may need to be reviewed.

5.3 Ethnic minority staff and professional development

CILIP has commissioned work on the professional development of ethnic minority staff in the UK. The emphasis is on work-based development, within the Framework of Qualifications, rather than the provision of bursaries for formal education (Compass project).²³ The report by Tribal was presented in July 2007 and the Equal Opportunities and Diversity Panel (chaired by Ayub Khan) which oversees CILIP's work on diversity and equality issues is considering implementation plans.

5.4 Academic and public library partnership.

The CyMAL: Museums, Archives and Libraries Wales initiative Linc y Canolbarth /Cadwyn y Canolbarth (Mid Wales Libraries in co-operation), electronic library catalogue is an example of how partnership between the different services can be achieved. This can be extended to encompass all collections if necessary but there is possibly room for more promotion on this service to ethnic minority groups. This promotion could also include some FE college librarians to help promote the service to the tutors and students and increase awareness.

Successful bids to CyMAL: Museums, Archives and Libraries Wales have enabled funding of a further two pilot projects in mid Wales. The first of these projects is the Life in Great Britain course from 220 Soft, that helps prepare applicants for the British Citizenship Tests and which is now available from all public workstations at Ceredigion Public Libraries. One of the findings from the research indicated that ethnic minorities and migrant workers in the region were mainly concerned with learning English and customs of the country. Enabling users' access to the Life in Great Britain course had greatly increased participation from these user groups in Cardiff libraries. The idea for a pilot was discussed with several companies offering this service; it was then decided to use 220 Soft, the company used to supply Cardiff Libraries. Several quotes were given for libraries in the region and it was decided that Ceredigion Public Libraries would pilot the scheme. The cost of the project determined that the project could be piloted for two years. In addition to this Ceredigion Libraries already includes a small foreign language book collection and therefore considered a different approach may be needed to engage these users. This project also pilots the original idea piloted by Cardiff libraries but in a rural setting. It would be interesting, after some time, to compare the results and successes of the two different projects.

1. Funding was also made available to pilot a collection of foreign language books. Around 98 foreign language books includes books in Polish, Russian, Bengali, Traditional Chinese, Simplified Chinese, Turkish, Czech, and Kurdish Kirmanji were procured with the intention that to get best use of the collection they would be circulated amongst the library partnership members. At present the collection is being hosted at Coleg Powys and has had great success in

²³ <http://www.cilip.org.uk>

supporting ESOL students with their studies as well as encouraging more engagement with the library facilities than previously. It is anticipated that the collection will then be hosted at one of the public library services over the summer period to engage ethnic or migrant users to library facilities other than the ICT facilities. Marketing and evaluation are ongoing strategies for both projects in mid Wales.

6 DELPHI EXERCISE.

6.1 Reasoning.

As described in *Section 2 methods* above, a set of scenarios was distributed amongst the MWLIP group, along with a Delphi exercise grid (*APPENDIX 2*) before the meeting, at which the outcomes were discussed; this took the place of a workshop. The scenarios were to help towards developing a collection development initiative based on a collaborative framework. The scenarios were as follows:

1. Greater provision of graded readers and English language learning materials for minority ethnic groups.
2. Provision of special collections in e.g., Polish, Nepali for use by minority ethnic groups.
3. Provision of collections featuring English/Welsh language materials concerning minority ethnics' countries/culture aimed at indigenous local population.

The purpose of the grid was to get the MWLIP members to score the scenarios against the impact criteria, as to whether they would have a positive or negative effect or no effect at all.

6.2 Response rate.

The response rate was disappointing with only 4 people attempting to fill out the grid. However, full and frank discussion took place about what scenarios would be worth attempting.

1. Total score: 49. The scenario for greater provision of graded readers and English language learning materials for minority ethnic groups scored the greatest points in the impact areas of use of lending services, skills and knowledge of library staff serving minority ethnics, community cohesion in reducing feelings of social exclusion. A slightly lower score was given to equitable provision of services to the community and better links between public library and other public sector agencies and advocacy for library users under community cohesion. No negative effects were scored.
2. Total score: 42. The scenario for provision of special collections for use by minority ethnic groups scored the highest under use of lending services and use of other library print-based services, skill and knowledge of library staff serving minority ethnic communities and reducing feelings of social exclusion under community exclusion. However, these scores were not as high as scenario 1 and negative effects were scored under equitable provision of services to the

community, better links between public library and other public sector agencies and better links between public library and voluntary agencies.

3. Total score: 35. Scenario 3 scored less than the previous scenarios overall. It scored highest for the impact areas of equitable provision of services to the community and skills and knowledge of library staff serving minority ethnic communities. However, these scores were still less than the first two scenarios.

6.3 Decisions.

After discussions on lack of funding issues etc., it was agreed that it would be in order to look at acquiring graded readers and for the academic libraries to look at opening up their foreign collections for public use. This falls in line with the call for partnership working and creating accessibility.

7 CONCLUSION.

7.1 Co-operation and partnership – Mid Wales findings.

There is already co-operation and partnership working within the library services in Mid-Wales between the public, academic and health services – although, unlike Scotland, the health libraries do not supply the public or patients. The decision to look at opening up the foreign language collections in the academic libraries for use by the public, heralds a starting point for access for minority ethnic groups. Funding is always and always will be the major issue for any new initiatives. However, as any service has to deal with change, then funding streams and allocations will always have to be reviewed. If the minority ethnic population is to carry on increasing in Mid-Wales, then ethnic provision might have to be viewed as mainstream in the future.

7.2 Engagement and awareness – Mid Wales findings

There is no doubt that minority ethnic group engagement is slow in the area but that highlights the need for more promotion of the services to create awareness. There is certainly a need for ESOL students learning English to cross over from use of a college library to use of the public service – and to have relevant resources available for them. There is also a need for FE college ESOL tutors to get more involved in the college library service and vice versa so that language skill classes are not viewed as an add –on, as opposed to a mainstream subject area. The use of a book review blog on a college website for the ESOL students may help with English skills and foster community shared experience. The use of minority ethnic volunteers might also help with engagement and increasing awareness but should not be viewed as a free option by the local Authorities to encourage funding cuts.

7.3 Performance indicators – Mid Wales findings

With a small Polish collection already available at Ceredigion library, it may be pertinent to start collecting data on usage and whether or not the users are new migrants in the area or relatives of the settlers after WW2. Should the foreign collections in the academic libraries open up to the public, then collection of usage statistics would also be advised to monitor if, indeed, the new migrant population have a need for these resources.

Community profiling is necessary to help interpret the usage statistics. Collation of information on cultural events and activities held in museums, libraries, archives and local schools and colleges is also necessary to assess trends in usage of resources, the impact of partnership activities, or provision of language training and awareness.

7.4 Generalisation of findings and policy development

These are contained in a separate document, Libraries for Life: Delivering the entitlement agenda for library users in Wales 2007-09. MUES (Mid Wales – Users – Ethnic Services). Ethnic services provision 2007-08. Policy guidance. May 2008.

The policy guidance is based on the Inspiring Learning for All framework.

APPENDIX 1

ETHNIC MINORITY QUESTIONNAIRE

1. Base Data	Answers
a. Nationality:	a.
b. Gender: Please circle which applies	b. Male Female
c. Age: Please circle which applies	c. 16-21; 22-30; 31-40; 41-50; 51-60; 60+
d. How long have you lived in Powys / Ceredigion?	d. YEARS MONTHS
e. Have you lived elsewhere in the UK before coming to Powys / Ceredigion? If yes, please say where	e.
f. Employment situation: Please circle which applies	Employed Retired Unemployed Own Business Student (P/T)(F/T)
g. If employed, what is your current work?	g.
h. What work were you trained for in your home country?	h.
2. On arrival in this area, what was the main information you needed?	2.
3. Where did you look for this information?	3.
4. Did you look for this information yourself, or were you helped by friends, organisations, work, college?	4.
5. Who/What has been your greatest help in finding information you need?	5.

6. Have you used the local library services? Please circle which applies i. If Yes, please describe the purpose e.g. use of computers, borrowing books, reading papers, local information? ii. If No, why not?	6. YES NO i. ii.
7. Have you had translation problems with any information you have needed? Please circle which applies i. If Yes, please describe, and say if the problem was sorted out or not.	7. YES NO i.
8. What information is most important to you / your family?	8.
9. Where would you want to pick up available information?	9.
10. If you have started or wish to start your own business, what information do you need? i. Where have you looked?	10. i.
11. If you are employed, how did you find your job? i. If you are wanting to work, how are you looking for jobs?	11. i.

APPENDIX 2

Criteria/Impact areas	SCENARIO 1					SCENARIO 2					SCENARIO 3				
	Negative Effect	No Effect	Positive			Negative Effect	No Effect	Positive			Negative Effect	No Effect	Positive		
	-2	-1	0	1	2	-2	-1	0	1	2	-2	-1	0	1	2
Use of lending services															
Use of other library print-based services															
Use of Internet-based, IT services															
Equitable provision of services to the community															
Better links between public library and other public sector agencies															
Better links between public library and voluntary agencies/charities															
Partnership working among libraries															
Skills and knowledge of library staff serving marginalized communities: i. Minority Ethnic groups ii. Disabled groups iii. Health information users iv. Homeless															
Community cohesion: i. Advocacy for library users ii. Reducing feelings of social exclusion iii. Employment/voluntary opportunities iv. Encouraging diversity for innovative business ideas v. More opportunities for networking, visibility of ideas															

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